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Scoring a Goal Against the “Dumb Jock” Stereotype

Gabrielle Longo

Johnson & Wales University - Providence, gal091@wildcats.jwu.edu

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Scoring a Goal Against the “Dumb Jock” Stereotype

By: Gabrielle Longo

Abstract

The “dumb jock” stereotype prevalence is being questioned, along with its validity throughout this thesis. More negative articles about student-athletes are known by the public, while the successes have been buried beneath them. This thesis will discuss what the “dumb jock” stereotype is, what previous research has been done with it while determining the prevalence of the “dumb jock” stereotype and challenging its accuracy. Multiple student-athletes and non-student athletes from two different athletic divisions institutions were surveyed on the stereotype along with personal experience was pulled together to determine if this is a problem, and if it’s true. A majority of student- thletes and non-student athletes agreed that the “dumb jock” stereotype is not prevalent in their institutions, and that it is not a valid label. The implications from this thesis prove that the “dumb jock” stereotype needs to be further researched and removed from some institutions.

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Chapter 1: The “Dumb Jock” Stereotype

The “dumb jock” stereotype has caused issues for student-athletes for many years, and continues to be splashed over the news due to different academic scandals: “UNC report finds 18 years of academic fraud to keep athletes playing” or “N.C.A.A Penalizes Florida State for Academic Fraud” (Ganim & Zinger). Do these scandals accurately portray and apply to all institutions and student-athletes? Is the “dumb jock” stereotype still an “appropriate” label to give student-athletes? Even though there are successful athletes graduating every year from all over the world, the negative articles seem to come to light more, causing people to focus on the label that comes with being a “student-athlete.” This stereotype has continued to cause problems academically and mentally for both the students and the institutions. Some student-athletes’ reputations and work ethic are being questioned by their fellow peers, professors, and the community, which in turn is causing a negative impact on their social and academic life. Some students have felt forced to hide their title of being an athlete, in fear of being discriminated against in the classroom by not only their fellow classmates, but by faculty members and professional staff.

The “dumb jock” stereotype is obviously not the first stereotype to affect a group of people’s lives. Stereotyping is almost human nature: people pre-judge others based on factors such as how they look, the environment they were brought up in, etc. While stereotypes can have a slight advantage in enabling people to respond quickly to situations when they have had a similar experience, the disadvantages cause multiple problems and lead to negative consequences for groups and individuals (McLeod). Stereotypes cause people to generalize and not see people as a unique whole or the individual components that make up a group of people (McLeod). In Richard Dyer’s research, he explains that stereotypes can be broken down into four forms: an

ordering process, a “short cut,” referring to “the world,” and expressing “our” values and beliefs (Dyer 245). These four forms demonstrate how stereotypes become inappropriate due to the people who control and define them; along with the interests they serve (Dyer 245).

The “dumb jock” stereotype falls within each of these forms; however, it best fits within the short cut and reference form. Stereotypes as short cuts refer to the “simple, striking, easily-grasped form” of a representation while also abridging a large amount of complex information (Dyer 247). The term “dumb jock,” condenses the idea that an athlete is not intelligent, does not do well in school, and merely focuses on their athletic ability into two simple words. Stereotypes as references are used as projections on the world and are characterized by defining traits and do not develop throughout time (Dyer 247). These are seen as the individual versus the society; there is an emphasis on the problem being on a personal level, and not a social issue (Dyer 248). In this case, it would be the “dumb jock” as a personal problem instead of an aspect of society.

Through society, the “dumb jock” stereotype has labeled student-athletes as “lazy and unmotivated” and lacking inspiration toward their academics (Chen, Steve, *et al* 35). Fellow students and professors see them as single-minded, and only focused on their athletic careers. There is a belief among non-athletes and faculty at institutions that student-athletes need special treatment in order to pass their classes and continue being eligible for their sport (Chen, *et al* 35). Because student-athletes are perceived as lacking a positive perspective toward their academic studies, the idea of “athlete friendly majors” has spread throughout institutions (Chen, *et al* & Parsons). “Athlete friendly majors” are majors that do not require as much effort as other majors, for example a business major compared to a biology major (Parsons, 402). Previous studies and surveys have shown that athletes have reported to spend as much, if not more, time practicing than in academic studies (Chen, *et al* 35). Due to less time spent in the classroom, athletes are

thought to take easier classes and take on less of an academic load in order to concentrate on their sport.

This thesis will explore the relationship between student-athletes and academic awards their teams have received, and the motivation they have to complete their school work at the DIII and DI levels. A survey was conducted to compare a student-athlete's sport commitment and overall course workload with the overall course workload of a non-athlete. This information, along with previous studies and information collected by the NCAA will help to determine if this stereotype is realistic, or if society should refrain from using it. The research found from these surveys are primarily student opinion based on specific experiences they have had balancing their studies with sports. I took the information gathered from the surveys and my own experience as a student-athlete, and have found that the "dumb jock" stereotype is not as prevalent and should not apply to the student-athletes, at least at the DIII level. Because my findings have shown that the "dumb jock" stereotype should not apply to all athletes, I will comment on how society should step away from what they have created.

In an article by Beilock and McConnell, stereotype threat is defined as the "knowledge of a negative stereotype about a social group" that causes "less-than-optimal performance" by members of the group (Beilock, 597). One of the first studies conducted on stereotype threat was led by Steele and Aronson at Stanford University. During this study, "high-achieving" African Americans and Caucasian students completed a portion of the GREs. One group was told that the test was a "diagnostic of intellectual ability," while the other was told the test was a "laboratory problem-solving task;" the results indicated that African Americans in the group that were told the test was diagnostic performed worse than Caucasians. Steele and Aronson concluded that the

negative stereotype “Blacks are not as intelligent as Whites” occurred when students were told the test was diagnostic (Beilock, 598).

This result was important to the theory of stereotype threat because it suggested that a person’s awareness of a negative stereotype hinders performance (Beilock, 598). It also established that this theory has an affect even on individuals who are highly skilled. Further findings on this theory have shown that those who are highly skilled and highly invested in performing well are the ones that are more likely to be affected (Beilock, 598).

A Stanford researcher, Thomas Dee, also conducted a survey with student-athletes at an East Coast college and concluded that some of these students suffer from “dumb jock” stereotypes for their academic performance (Parker, Clifton B.). Dee’s research showed that the association of a student-athlete with the “dumb jock” stereotype can cause a student-athlete to underperform in the classroom (Parker, Clifton B.). This type of association is classified as a stereotype threat: individuals experience “reduced performance” after an increase in anxiety due to how they are perceived by others (Parker, Clifton B.). An article published through Brown University’s Daily Herald, interviewed student-athletes about their balance between academics and sports, and questioned their segregation from non-student athletes (McDonnell, Ashley). There are misconceptions at Brown that student-athletes “get easy breaks,” and these student-athletes want more respect; they are “doing all the academic work on top of an extra commitment” (McDonnell, Ashley).

These accusations about student-athletes’ work ethic leads back to the idea that these students lack motivation for their academic success. Academic motivation is the energy needed in order for a student to accomplish a specific task or tasks (Turkman 66). Motivation can be broken into three types: intrinsic, extrinsic, and amotivation. Intrinsic motivation is doing an

activity out of pure interest and pleasure, while gaining satisfaction from performing. Extrinsic motivation is an outside force or reason making a person do a task, such as keeping eligibility in order to play a sport. The “dumb jock” stereotype is based on the belief that student-athletes have low intrinsic motivation, and high extrinsic motivation. The survey conducted questions regarding the type of motivation the student-athlete has in order to make the distinction between intrinsic and extrinsic. Of the three types of motivation, I am most interested in intrinsic motivation and linking it to student-athletes to show the “dumb jock” stereotype is not accurate. Amotivation is complete lack of motivation, which according to a study conducted by Mutlu Turkman, is not found in student-athletes (Turkman 66). Turkman’s findings were only able to link female student-athletes with a higher intrinsic motivation compared to male student-athletes (Turkman 68). There is not a lot of research or data on student-athletes and their motivation factors and levels. More research needs to be conducted in this area, because without this information, it is not possible to prove or refute the lack of motivation aspect of the “dumb jock” stereotype.

Chapter 2: The Scandals versus the Successes

Sports have become a microcosm of society, which means that it is its own miniature world within our world. Because as a society we know how sports are organized, played, won, ruled, etc., we become very involved and dedicated to not only the sport, but the teams and individual athletes; this puts sports under a constant spotlight. Every action that a single athlete makes is known by the entire society and then can be spread throughout the world. This is one of the main reasons student-athletes are scrutinized by the community and their fellow classmates. While these scandals have been around for a while, the biggest impact has been within the last 15 years. These scandals range in severity along with the consequences that are realized when they are exposed. It is impossible for an academic scandal to occur without everyone knowing about it, which in turn throws all athletes and some other NCAA institutions into a possibly incorrect stereotype.

The media does a very good job at continually pushing athletes as “dumb jocks,” instead of also recognizing the student-athletes that have been successful throughout their college career and have graduated. For example, in 1999, the Minnesota basketball team had tournament victories revoked after evidence was shown that hundreds of assignments were completed for the players by academic advisors and faculty members. (“Incomplete Passes: College-Athlete Academic Scandals”). In 2009, at Florida State, academic advisors were found to have been taking tests and writing papers for the basketball and football players (“Incomplete Passes: College-Athlete Academic Scandals”). One of the most recent and largest academic scandals in NCAA athletics involved the University of North Carolina.

In 2012, UNC was exposed for allowing their students, including athletes, to take classes that did not match its academic standards “for years” (Ganim). These students were given grades

for classes they were not attending and did not hand in a single paper. Further investigations showed that some athletes had an elementary school reading level. The researcher behind the scandal, Mary Willingham, commented that the problem was enrolling athletes in “money making sports” who were unable to succeed themselves, academically (Ganim). In the same year, members of the Harvard’s Men’s Basketball team were caught cheating.

Six months after Harvard’s Men’s Basketball was ranked in the nation’s top 25 for the first time, and had earned a spot in the NCAA tournament, they were among other varsity athletes throughout the country that were caught cheating (Pennington). One student made a comment that there are some athletes who cut corners in school, while others are working hard in their majors and classes. The class was Government 1310: Introduction to Congress, and 125 out of 279 students in the class were caught cheating on a take home final exam (Pennington). This scandal was discussed at the National Association of Academic Advisors for Athletes, where professors from other institutions pointed out that Ivies have the image of being at the top, and they never imagined that a scandal this big could happen there. One professor pointed out that while Ivies have high standards, their coaches still find ways to protect their athletes through certain courses. He also pointed out that while it’s good Harvard is being looked into, “it’s a formula for disaster” when a student-athlete has to commit to school and dedicate over 40 hours a week to their sport (Pennington).

When the president of Harvard was addressed, she responded, “It is not about one student group. It’s not confined to any one student group” (Pennington). And she is right. While there were a good number of athletes caught cheating, there were other students involved. It was put into the limelight because it consisted of both an Ivy League scandal, and varsity athletes. The non-student athletes who were caught were not written about because they do not have as strong

an image in the school. Student-athletes are held to a different standard than non-student athletes, which is unfair because of the amount of the extra time commitments student-athletes have compared to non-student athletes.

Even with these examples, there are still student-athletes on the opposite end of the spectrum. Not all student-athletes have fallen under the “dumb jock” stereotype. While there have been a multitude of academic scandals at different institutions, there have also been plenty of academic success stories that aren’t as prevalent in the news.

Tony Jones, a Purdue graduate, played point guard for the basketball team from 1986-1990 (“Tony Jones: Think Ahead, Fly a Jet”). He is third in all-time career assists, sixth in assist average and 13th in career steals. (“Tony Jones: Think Ahead, Fly a Jet”). All through college he worked hard to balance not only his studies and basketball, but also flight lessons. Today, his hard work has paid off and he is a private pilot who has flown the President of the United States on his first flight to Washington, D.C. “I feel fortunate and blessed to be able to have been a student-athlete, not everybody gets a chance to experience that and I did,” said Jones (“Tony Jones: Think Ahead, Fly a Jet”).

Amy Huchthausen, a Wisconsin-La Crosse graduate, played softball in college, and is now America East Conference’s first female commissioner (“Amy Huchthausen: Once a Leader, Always a Leader”). She was a two-time captain, and continues to use her leadership skills to help improve other NCAA student-athletes across the country. “I think being a student-athlete was a fantastic experience...I think the balance of that from an athletics and academic standpoint contributes to your overall life and helps position you for success beyond those two endeavors” (“Amy Huchthausen: Once a Leader, Always a Leader”). If you talk to student-athletes, while some of them will complain about balancing their academics with their sport, others will talk of

how they have learned time management skills and leadership skills. These skills can be used in all aspects of life, and continue to help students throughout their college career and post-college life.

Even with the successes of student-athletes, the scandals discussed raise the question of what, if anything, the NCAA has been doing about these athletes and their academic “issues?” Taking a closer look into the NCAA, institutions at the collegiate level are broken into three divisions: DI, DII, and DIII. Each division has its own set of rules and policies explaining the eligibility for their sport. Some schools will also add onto what the NCAA has outlined for them.

To remain eligible, Division I student-athletes are required to complete forty percent of the coursework required for the degree they are achieving by the end of their second year (“Remaining Eligible: Academics” & “NCAA Requirements for Student Athletes”). They then must complete sixty percent of the coursework and eighty percent of their coursework the following two years, respectively. Student-athletes must take at least six credit hours each term to remain eligible to play their sport the next term, while also maintaining the minimum grade-point average set by that institution’s requirements, which is based off their own GPA standards for graduation. These students are also allowed five years to graduate while receiving financial aid.

To remain eligible in Division II, student-athletes must complete twenty-four hours of degree credit in each academic year (“Remaining Eligible: Academics” & “NCAA Requirements for Student-Athletes”). Eighteen of these academic hours have to be earned between the fall and spring semesters, with six credit hours during the summer. Similar to Division I, Division II student-athletes must complete at least six hour credits per semester. The NCAA sets a standard grade-point average that must be met by Division II student-athletes: a cumulative 1.8 after 24

credit hours, cumulative 1.9 after 48 credit hours, and a cumulative 2.0 after earning 72 credit hours. These students have ten semesters of being a full time student to compete, which gives them their four seasons, if they are able to remain academically eligible.

Division III institutions do not have as much structure from the NCAA for remaining eligible because at this level, there is much more focus on academics ("Remaining Eligible: Academics" & "NCAA Requirements for Student-Athletes"). The institution that the student-athlete is enrolled at makes the decision for what grade-point average is necessary in order to remain eligible. In order to compete, these students must have at least 12 semester or quarter hours each term in order to play the next term. These credit hours must be met, even if it is not the same as the institutions definition of a "full time" student.

The NCAA over the years has included other guidelines that all Divisions have to follow. In 1991, the NCAA created the "20-hour rule," which was put in place for student-athletes to maintain that status, and to keep institutions from abusing the status of student-athletes (Ayers, *et al* 22). This rule states that student-athletes are limited to 20 hours of "athletic-sponsored activities" in their season, and eight hours post season per week (Ayers, *et al* 23). This rule enforced the idea of academics first, sport second, in order to ensure student-athletes have time to study and avoid the extra pressure athletes and institutions have to win championships and post-season successes. Even with this rule set in place, not all institutions keep track of how many hours coaches are working student-athletes per week. This can be seen in some of the surveys the student-athletes filled out in Appendix A.

Most institutions take the NCAA requirements and add on their own policies to try to ensure the protection and continued eligibility of their student-athletes. Some universities will recruit "high quality student-athletes" and make an effort to provide academic support to

promote academic success (Chen, *et al* 34). With more successful athletics programs, institutions are able to attract more student-athletes and non-student athletes with higher standardized test scores, which in the end improve the academic standing of the institution (Chen, *et al* 35-36).

Until the 2012-2013 academic school year, Johnson & Wales University, a DIII program, required incoming freshman athletes to attend study hall. The requirements for study hall were that the student-athlete must attend these sessions for a minimum of four hours per week, a maximum of two hours per session. The idea behind study hall was to ensure that the student-athlete started their first semester off strongly to keep eligibility, but more importantly, to ensure the student-athlete had the time to focus on their academics. If, after the first semester of their freshman year, the student-athlete received a 3.0 or higher, they did not have to return the following semester. If at any time the student-athlete's GPA dropped below a 2.0, they would have to return to study hall until their GPA met JWU's and the NCAA's eligibility requirements.

At the beginning of the 2012-2013 academic year, JWU coaches decided that the requirement was not necessary because a majority of the athletes had GPAs that demonstrated they were capable of balancing school with their sport, and were not in danger of losing their eligibility. There are still policies set for student-athletes who may have difficulty adjusting to the new environment. Some coaches, for example the Women's Soccer coach, still requires everyone on the team to attend study hall every semester, even if they have an acceptable GPA. Taking this step helps to ensure everyone on the team has time to complete their work and no one is singled out if they are struggling with their studies.

The NCAA, along with institutions across the nation, emphasize the importance of academics and attempt to use standardized test scores as a way of determining a student-athlete's ability to remain eligible. However, it becomes difficult and complex to monitor standardized

test scores because over the years they have become less reliable, and studies have shown they are not good at judging future GPAs (Chen, *et al* 40). The NCAA continues to raise the requirements for scholarships and updates their continued eligibility requirements to keep both institutions and student-athletes well informed of what is mandatory. Even with the raised requirements, there still seem to be some athletes that struggle with the change in schedules compared to what the student-athletes were used to in high school. Some other steps should be taken by the institutions, other than the NCAA standard requirements for each Division.

Institutions could have an athlete orientation to help with the transition from high school to college, along with enforcing study hall hours similar to what Johnson & Wales University has in place. During this orientation, the coaches would go over academic expectations, including the importance of tutoring, study hall, and midterm evaluations, and introduce the faculty mentor, who would explain their responsibility to the individuals on the team. The student-athletes should know the readily available resources that are there, if needed, to help them every step of the way.

The NCAA is the governing body of these institutions, and it is their job to protect student-athletes, along with the institutions when it comes to competition and academic standings. These guidelines were put into place to give more student-athletes a chance to continue their sports career, and still have a good academic standing. DI and DIII student-athletes on paper are complete opposites; however, as seen by the results of the student-athlete survey, this is not necessarily true.

Chapter 3: The Survey

A ten question survey was created and sent out to student-athletes and non-student athletes at two universities in order to further the research on the “dumb jock” stereotype. A survey was used as a primary research tool because it was the most efficient way to analyze a large group of student’s information and beliefs, as well as the prevalence of this stereotype in their institutions. The two surveys were created and analyzed via [surveymonkey.com](https://www.surveymonkey.com); the link containing the student-athlete survey was sent to coaches at a Division III institution (Johnson & Wales University) and a Division I institution (Tulane University). The non-student athlete survey link was sent out via social media and addressed to the DIII and DI non-student athletes. The survey ensured the confidentiality of all parties and requested only information that was necessary for this research.

The student-athlete survey consisted of three main parts: general background on the athlete (University’s Division, gender, sport and major); hours spent in and out of the classroom; and their opinion on the “dumb jock” stereotype in their institution. The non-student athlete survey followed the same format, but the third part asked their opinion on athletes at their institution. A copy of both surveys can be found on page 22 and page 24, respectively.

The student-athlete survey is introduced with questions on the athlete’s background information in order to understand the students’ level of experience in terms of skill in sport and school year. As explained in the first chapter, students in Division I schools have a minimum GPA required by the NCAA, and generally have more playing time per sport, compared to a Division III school. Student-athletes that are in their senior year compared to those in their freshman year generally have more difficult classes, but also should have a better understanding of how to balance school with their sport. Lastly, dividing the results gathered by sports is

important because, as explained in Chapter 1, some sports tend to gather more negative light than others: football, wrestling, ice hockey and basketball are at the top of the list.

The next section of the survey, a focus on the hours spent in and out of the classroom, helps to get a general understanding of what a typical week looks like for the student-athlete while they are in season. A week for a student-athlete includes the hours spent practicing, playing and traveling to games, the amount of time spent studying for classes, and how many class hours are missed due to their sport. These three questions each have four multiple choice options that range in hours. I decided on the hour ranges myself, based off of personal experience.

Question number 4, “what is the average number of hours you spend practicing, playing, and traveling to games per week?”, ranges from less than 10 hours to more than 20 hours. Less than 10 hours would mean the student-athlete only has a couple practices per week, and maybe one or two games. More than 20 hours per week was the maximum number of hours because student-athletes are not supposed to be involved in their sport for more than 20 hours per week, and those who are, would be spending at least 3 hours a day playing their sport.

Question number 5, “what is the average amount of time you spend studying for your classes (including time in the classroom)?”, is based off of the average requirement to be a full time student at a college or university, plus the amount of time suggested for a student to study outside of the classroom. Less than 15 hours would require the student to be taking three classes, and only spending 3 to 4 hours studying outside the class. More than 25 hours has a larger possibility for what the student-athlete’s situation is. It could mean the student-athlete is only taking three classes, but is studying more, or it could mean the student-athlete has taken on a larger work load. This question’s options for answers were harder to come up with, because

every school has different class length times, and some, like Johnson & Wales, have labs that take up much more time in a week.

Question number 6, “on average, how many classes do you miss because of your sport in one week?”, was another difficult range to create, again because of the differences in university’s scheduling and where other schools in the university’s conference are located. These answer options assumed a game occurs 2-3 times per week, and that the locations of the games are an hour or further away. As the results from the survey show, the student-athletes from both the DI and DIII institutions do not miss a lot of class hours, which is due to the fact that athletes have priority scheduling, and are told to schedule morning classes.

Athletes who spend over twenty hours in practices, games and traveling have less time for studying and focusing on school work compared to those who only practice ten to fifteen hours. With less time to study, the assumption would be that these student-athletes would perform worse in school. On top of this, student-athletes who are required to miss a lot of class time due to games may be viewed as less dedicated to school work by their professors and classmates. The combination of these two factors will greatly affect the prevalence of the “dumb jock” stereotype, while the question on the amount of time spent studying for class can help to deter from the stereotype, if the number of hours is seen as equal to or greater than play hours.

The last section of the survey, focusing on motivation, the prevalence of the “dumb jock” stereotype, and the student-athlete’s perception of themselves and how others see them, is open ended and explores how accurate and how widespread the “dumb jock” stereotype is at their institution. These questions allow student-athletes to reflect on their experience of being a student-athlete and document any instances where they have been subjected to this stereotype, or seen a fellow student-athlete affected by it. The last question, “how do you feel being an athlete

impacts your performance as a student?”, seeks the student-athlete’s input on whether participating in sports during their college career has had a positive or negative effect on their academic performance. The question is very open ended so that the student-athlete does not feel guided into a specific answer, but can provide more honest answers.

As stated previously, the non-student athlete survey is very similar to the student-athlete survey, with the last three open ended questions asking their opinion on student-athletes. The rationale for the multiple choice hours spent in the classroom and studying is the same as the student-athlete survey. The minimum hours a non-student athlete would have to take to be a full time student is around 6 to 7 hours, however because universities differ with classes and labs offered, 12 hours was a better starting point. For the number of hours spent studying, it is advised a student spends about 1-2 hours studying per class, however, that is not a realistic assumption, so I decided 7 was a good middle point to start the ranges from. One of the reasons stereotypes continue to exist is because there are people who believe in them. The survey questions if non-student-athletes believe the “dumb jock” stereotype applies to their institution; if student-athletes “get away with more” because they are held to a different standard than non-student athletes; and if the student feels participation in sports hinders academic performance. These questions help to explore whether non-student athletes believe in the stereotype. The surveys will help to determine if there is prevalence and a basis for the “dumb jock” stereotype, and if so what steps must be taken to eradicate the stereotype.

The surveys will be analyzed first by averages, then by more specific responses per Division and sports team. Sixty four student-athletes took the survey created; of this number, fifty were from a DIII university (JWU) and thirteen were from a DI university (Tulane). The percentage of freshmen, juniors and seniors was each around 29%, while sophomores were 12%.

The student-athletes surveyed at Johnson & Wales University included Men's Tennis, Wrestling, Men's Ice Hockey, Women's Lacrosse, Women's Soccer, Women's Sailing and Women's Volleyball. The student-athletes surveyed at Tulane University included members of the Women's Swimming and Diving team. Gathering responses from JWU was much easier as compared to Tulane student-athletes and non-student athletes. Coaches from Tulane were less responsive to the research request, therefore only some comments and not a solid conclusion will be made about the prevalence and accuracy of the stereotype at Tulane University.

Student Athlete Survey

***1. What is your gender?**

- ☐ Female
☐ Male

***2. What Division is your school? What sport do you play?**

- ☐ DI
☒ DII
☐ DIII

Sport:

***3. What year are you? What is your major?**

- ☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

Major

***4. What is the average number of hours you spend practicing, playing and traveling to games per one week?**

- ☐ Less than 10 hours
☐ 10-15 hours
☐ 15-20 hours
☐ More than 20 hours

***5. What is the average amount of time you spend studying for you classes (including time in the classroom)?**

- ☐ Less than 15 hours
☐ 15-19 hours
☐ 20-24 hours
☐ More than 25 hours

***6. On average, how many class hours do you miss because of your sport in one week?**

- ☐ Less than 4 hours
- ☐ 4-6 hours
- ☐ 7-9 ours
- ☐ More than 10 hours

***7. Which of these do you consider motivation for doing school work?**

- ☐ Intrinsic (doing the work for the satisfaciton of completing it)
- ☐ Extrinsic (doing the work to be eligible to play)

Other (please specify)

***8. Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?**

***9. Do your professors know you are a student athlete? If so, do you feel you have been discrimated against for being a student-athlete?**

***10. How do you feel being an athlete impacts your performance as a student?**

Done

Powered by [SurveyMonkey](#)

Non-Student Athlete Survey

*** 1. What is your gender?**

- ☐ Female
- ☐ Male

*** 2. What Division is your school?**

- ☐ DI
- ☐ DII
- ☐ DIII

*** 3. What year are you? What is your major?**

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Major

*** 4. What is the average amount of time you spend in the classroom in one week?**

- ☐ Less than 12 hours
- ☐ 12-16 hours
- ☐ 17-21 hours
- ☐ More than 21 hours

*** 5. What is the average amount of time you spend outside the classromm studying per week?**

- ☐ Less than 7 hours
- ☐ 7-9 hours
- ☐ 10-12 hours
- ☐ More than 13 hours

***6. Which of these do you consider motivation for doing school work?**

☐ Intrinsic (doing the work for the satisfaction of completing it)

☐ Extrinsic (doing the work because of an outside reason)

Other (please specify)

***7. What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?**

***8. Do you find athletes get away with more because they are held to a different of standard than non-athletes?**

***9. In your opinion, do you feel participation in sports hinders academic performance?**

Done

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Chapter 4: The “Dumb” Jocks’ Opinion

The analysis of the surveys is broken into six sections. The first section will include the research results from Chapter 1 as well as provide an assessment of the majors of student-athletes compared to the majors of non-student athletes. The second section will analyze the percentage of the average number of hours spent practicing and studying for both institutions student-athletes combined compared to the average number of hours spent studying from the non-student athlete survey. The third section will provide a comparative analysis of the percentage of intrinsic and extrinsic motivation of student-athletes to non-student athletes. The fourth section will compare the average number of hours DI student-athletes spend practicing and studying to DIII student-athletes. The fifth section will analyze the average amount of time spent practicing and studying within some of the teams of the DIII institution, focusing on wrestling versus tennis, and lacrosse versus volleyball. The final section will examine the last section of the survey: the student-athletes’ and non-student athletes’ comments on the “dumb jock” stereotype, which will be broken down by division and team.

11 of the 13 DI student-athletes answered what their major is: 4 are Public Health and Pre-Med, 3 are Finance and Management, one is Neuroscience, one is Psychology and Communications, one is Health and Wellness, and one is Business Undeclared. These majors aren’t the typical “dumb jock” selection as referenced in Chapter 1, and while there are some majors that have multiple athletes from the same team in them, they are still difficult and involve a large time commitment in order to do well. For the DIII student-athletes, the same concept was found in the results with the majors they are completing. Some of the majors taken include, but are not limited to, Business Management, Criminal Justice, Culinary Nutrition, Accounting, Hospitality and Travel Tourism, Fashion, and Sports Entertainment and Event Management.

There is a wide variety of majors that student-athletes are taking, disproving that all athletes group together and find the easy way out. These student-athletes are taking unique courses to enhance their knowledge and set them up for success when they graduate.

The non-student athlete majors, in comparison, are similar to what the student-athletes are completing. These majors include Finance, Culinary Nutrition, Food Service Management, and Baking and Pastry with Food Service Management. This information, the amount of time non-student athletes spend studying and the type of motivation, compared to student-athletes, proves the “dumb jock” stereotype should not be a label for student-athletes.

While 42% of student-athletes reported that they spend 15-20 hours practicing, playing and traveling to games per week, almost 41% of student-athletes said they spend greater than 20 hours for their sport, which, as previously discussed in Chapter 1, is against NCAA guidelines. 12% said they practiced 10-15 hours per week, while only 4% practiced less than 10 hours. For the 41% of student-athletes spending over 20 hours per week at their sport, that is about three to four hours per day on top of their classes. When asked what the average amount of time the student-athlete spends studying for their classes (including time in the classroom), about 30% responded 15-19 hours, another 30% responded 20-24 hours and 20% responded more than 25 hours studying. All the student-athletes miss less than 4 hours of class time due to their sports commitment. This shows that a majority of student-athletes spend close to the same amount or more time studying for classes as they do participating in their sport. While these responses do not say anything about academic motivation, it does disprove the belief discussed in Chapter 1 that student-athletes put more time into their sport than their academics.

The majority of non-student athletes, 67%, responded that they spend 12-16 hours in the classroom, while the remaining 33% said more than 21 hours are spent in the classroom. More

than 50% then responded that they spend less than 7 hours studying for classes, and 33% said they spend between 7 and 12 hours studying. These results show that a majority of non-student athletes are spending around 21 hours per week on schoolwork, which in comparison to the average student-athlete, is not much more. 60% of student-athletes said they spend 15 to 24 hours per week on schoolwork. On top of that, a majority are committing 20 or more hours to their sport. Combined, that's 35 to 44 hours per week that these student-athletes are committing to focus on two different aspects of their college career, which is extremely impressive.

Due to the amount of time an athlete spends practicing and competing, along with their class and studying commitments, motivation for completing school work was broken into three options, based off of the research found in Chapter 1: intrinsic (doing the work for the satisfaction of completing it), extrinsic (doing the work to be eligible to play), or other (open ended response). 90% responded that they have intrinsic motivation which disproves the “dumb jock” stereotype’s belief. Some student-athletes also commented on the question, most saying that both motivation types applied to them. One student-athlete commented, “I pride myself on always being prepared and doing well academically to stay eligible but also to get a high GPA,” while another said “just getting by to pass.” Two others’ comments gave a more positive response to their opinion on their motivation concerning the future: “to further my career” and “wanting to be able to succeed after sports is over.” In comparison, 67% of non-student athletes responded they have extrinsic motivation, while only 33% said they have intrinsic motivation. The student-athletes surveyed have the motivation to do well in school for the satisfaction of doing well, which shows that the scandals discussed in Chapter 2 cannot be applied to all student-athletes.

The next analysis discusses the DIII institution (Johnson & Wales), followed by the DI (Tulane University). For Johnson & Wales University, most student-athletes have a strong sense of pride in being an athlete and feel it has advanced them as a student. They are very enthusiastic about being a student-athlete, and the most common overall comment on how being an athlete impacts their performance as a student, was that their time management and organizational skills improved. Only 27% of student-athletes feel that the “dumb jock” stereotype is prevalent at JWU, and only 11% said that their professors treat them differently. A freshman on the sailing team commented that she did not tell any of her professors that she was in athletics, in part because she believes the stereotype exists. Some have felt discriminated against by their professors (a freshman on the women’s soccer team commented “I lose points for leaving class early” and another said they felt “they [professors] don’t understand time commitments” she has), but still finds that there are professors who are more understanding of their situation and very supportive. For example, a sophomore on the women’s volleyball team said that some of her professors come to her games, a senior on the women’s soccer team said her professor loves that she’s an athlete and “[is] always anxious to hear about games!,” and a senior on the wrestling team said that his professors “have nothing but positive things to say about athletes.”

As mentioned in Chapter 1, JWU athletics now requires student-athletes to provide a letter excusing them from classes that they will miss; a roster of the team; and their schedule to their professors on the first day of class. Each team also has a faculty mentor in the event that professors are unwilling to accommodate the student-athlete’s schedule. While most professors have taken these letters positively, there are still some who are unmoved. One student-athlete said that their professor did not accept the letter excusing them from missing work, saying “you are no different from my other students.” While the purpose of the letter is to excuse class time

and not class work, this type of response from a professor can affect how prevalent the student-athlete feels the “dumb jock” stereotype is.

Even with some of the negativity from professors and some students (one athlete said their peers think they are lazy, but their peers don’t understand the amount of time required by both an athlete and a student), most student-athletes have risen above the challenge and want the stereotype to go away. A junior on the Women’s Soccer Team said she was frustrated with the stereotype, and believes that student-athletes have higher GPAs than the mean of non-student athletes. A senior on the Wrestling Team believes the “dumb jock” stereotype is an insult to those who put in the work. He believes that the hard work put into balancing academics and wrestling transitions into his entire life, and without wrestling, he would not have been as successful. Another student commented that “(JWU) athletes...keep a very high standard for themselves and are very intelligent,” they bring the same competitive edge from sports into the classroom. Student-athletes at JWU want to “do more and be more” than what fellow peers and professors believe them to be.

Interestingly enough, the non-student athletes from the DIII institution do not believe the “dumb jock” stereotype is prevalent, and some commented that there are student-athletes who are also honor students, and that “you can’t stereotype the whole group of athletes from just a few people.” 44% of the non-student athletes believe that student-athletes receive special privileges, but the rest did not find this to be true. Lastly, more than 80% of the non-student athletes did not think that participating in sports hinders academic performance. One person even commented that it “helps the student-athlete become organized and helps them become better multitaskers” along with making them “well rounded employees” and “able to work in stressful situations.” Another person said it “benefits academic performance,” by increasing time

management skills, helping the student-athlete to complete their work efficiently. These comments, along with the comments from the student-athletes at the DIII institution, demonstrate there is not prevalence there.

As stated previously, the DIII teams surveyed were Men's Ice Hockey, Tennis, and Wrestling; and Women's Lacrosse, Soccer, Sailing, and Volleyball. While all of the student-athletes said they missed less than four hours of class time due to their sport, their teams require different amounts of practice time, and they spend varying amounts of times on their academics. Men's Ice Hockey averaged 18 or more hours practicing and participating in their sport. They also said they spent 20 plus hours studying for their academics. These student-athletes commented that because they play ice hockey, they feel the "dumb jock" stereotype, despite the fact that the Men's Ice Hockey team has been recognized for their academic achievements. 10 student-athletes on the team were recognized as National Student-Athletes (2013-14), which means they received at least a 3.4 GPA, and had made contributions to their school and community. 21 of the 28 student-athletes on the Men's Ice Hockey team have been recognized as ECAC Northeast All-Academic (2014-15), which is the most honorees from any single institution in the conference. ECAC Northeast All-Academic requires a GPA of 3.0 or higher, and that the student-athlete has completed at least one full academic year. They all attribute their academic performance to ice hockey and the time management and self-discipline it has taught them.

Men's Tennis has had 4 of the 12 student-athletes recognized as National Student-Athletes (2014), averaged 16 hours spent practicing and participating in their sport, while they spent around 18 hours studying for their classes. The group surveyed is split almost in equal between believing the "dumb jock" stereotype is prevalent or not prevalent at their institution.

One commented that “the average GPA of athletes is ridiculously low,” while others “feel that athletes are embraced and encouraged.” As for their academic performance, the comments are all positive about being a student-athlete. The Men’s Tennis team feels active, structured and focused in all aspects of their college career, on and off the field. They want to make their coach proud and other people in their lives, including themselves, proud.

As mentioned in Chapter 2, there are a few sports that are labeled with the “dumb jock” stereotype more than others. I’ve decided to compare wrestling and lacrosse to tennis and volleyball, respectively, because these two teams are not associated with academic scandals. The Men’s Wrestling Team compared to the Men’s Tennis Team has very similar averages in hours spent practicing and studying. The Men’s Wrestling Team spends about 3 hours more practicing, and an hour less studying per week. 7 of the 10 wrestlers and 6 of the 8 tennis players said they are intrinsically motivated. As for the women’s teams, lacrosse and volleyball spend the same amount of time practicing and studying. All 5 volleyball players and all 8 lacrosse players that were surveyed said they are intrinsically motivated. This goes to show that even the stereotypical “dumb jocks” should not be stereotyped. These athletes have proved at their DIII institution that they put in just as much effort as everyone else, and are motivated to succeed on and off the field, mat and court.

The last men’s team surveyed, wrestling, had very interesting insight into the “dumb jock” stereotype at their institution. With 30 student-athletes on the team, 5 student-athletes were recognized as National Student-Athletes (2014), 7 Academic All-Americans (have a GPA of at least a 3.3, a starter and participated in 50% of the season) (2014), and 2 Scholar All-Americans (must be nominated by the NSCAA, have a GPA of at least 3.3, be at least a junior, a starter for 50% of the season, and a significant contributor to the team) (2015); they do not find the “dumb

jock” stereotype to be prevalent, and with multiple academic achievements, they have proven they are more than the stereotype. This team spends an average of 19 hours practicing and participating in games per week, while they spend around 15 hours studying per week. One student-athlete on the team commented “as my team’s motto goes, ‘Win at everything’.” This mindset has clearly helped this team on and off the mat; they are determined to do well at everything, finding motivation and balance between their two worlds.

For the women’s teams at the DIII level, opinions on the “dumb jock” stereotype aren’t much different from the men’s teams. The Women’s Lacrosse Team had 8 of the 27 student-athletes recognized as National Student-Athletes (2014). Per week, on average, the team spends approximately 17 hours on the field, and 19 hours studying. They do not believe that the stereotype is prevalent at their institution, and are strongly offended by the term. One person commented that if the stereotype was prevalent, they would be offended because they “put a lot of effort into [their] studies” and they “know a lot of other athletes who do the same.” Another pointed out those DIII student-athletes “truly embody being full time students and full time athletes, which eliminates the...stereotype.” They find people at this institution to be driven, and that “no jock should be considered ‘dumb’.” The Women’s Lacrosse Team feels more well-rounded, and while they have a tight schedule and may lose some sleep during season, overall they are motivated and focused on their academics.

The Women’s Soccer Team spends an average of 19 hours per week practicing and playing games, and about the same amount of time on their academics. With 12 of their 27 student-athletes being National Student-Athletes, they do not find the “dumb jock” stereotype to be prevalent. Most of the soccer players agreed that they are more focused and have learned to balance both soccer and academics. However, some did comment that they are more tired and do

not feel they have a lot of time to do their work. One athlete on the team commented that other people don't "realize the sheer number of hours per day we spend with our teams and that is a full time job." Even with practices and classes, everyone on the team is required to complete the study hall hours as mentioned in Chapter 1.

While the sailing team is a co-ed team, only women answered the survey; 2 of their 11 student-athletes are National Student Athletes. They spend an average of 16.5 hours participating in sailing, and 19 hours studying for their academics. Three of the four student-athletes surveyed from this team do not find the "dumb jock" stereotype prevalent, one commenting that "the term dumb jock needs to go because in today's world it is no longer true." They all believe that being a student-athlete keeps them motivated, and while it at times makes accomplishing work harder, it drives them "to do more and be more."

The last women's team surveyed was volleyball, with 15 of their 17 student-athletes named National Student-Athletes (2014). This team averaged, per week, 17 hours playing time and 18 hours studying for classes. This team does not find the "dumb jock" stereotype prevalent, and believes that all the student-athletes at the DIII institution are intelligent and "keep a very high standard for themselves." While some of the team feel tired from the combination of athletics and academics, overall they agree that they are more focused, organized, and have managed their time better.

For the DI institution, Tulane's Women's Swimming and Diving team, the "dumb jock" stereotype does not seem to affect them, but they do believe it to be prevalent in other sports; football was singled out by multiple individuals. Most of the team's comments were similar to JWU's student-athletes when it came to their opinion on how being an athlete has affected their academic performance. One girl commented that "...it has had a positive performance and has

taught me great skills in time management. It has also taught me dedication to my work.” However, there were also multiple comments on how participating on a sport’s team has hindered their academic performance.

Almost 70% said they practice over 20 hours a week, and 77% study for class 20-24 hours per week. This is a lot of time to ask from a student to dedicate in one week. One girl wrote, “It both helps and hinders it. It helps by providing me with the motivational skills, but it hinders with how little time I have to study compared to non-athletes. Not to mention the lack of sleep it contributes to.” Another girl, a freshman, wrote “I’m extremely tired in class and it’s hard to focus and keep up on the workload.” Even with these struggles, all 23 student-athletes on the team are on the Conference USA 2013-14 Commissioners Honor Roll (cumulative 3.0 GPA or higher and at least one academic semester at the institution), the team was tied for 5th, nationwide, for the highest fall team GPA, and received the Scholar All-American honors (teams with a cumulative GPA of 3.0 or higher) for the Fall 2014 semester from the CSCAA (College Swimming Coaches Association of America).

Chapter 5: Minimizing the Prevalence & Ending the Stereotype

The results from the surveys help to understand that there is not a prevalence of the “dumb jock” stereotype at the DIII institution, and it does not have validity, while only hinting at the notion the stereotype exists at the DI institution. The results show that compared to the few non-student athletes surveyed, student-athletes put in just as much time in their academics, if not more, than their peers. This is important to note, because as a majority of student-athletes have stated, they are working through college as both a full time student, and full time athlete.

Balancing academics and sports has proven a challenge to some of the athletes at the DIII institution, along with a few at the DI level, but most have proven that they can be successful and manage their time efficiently to perform well on and off the field, ice, court, water and mat. With that said, there still needs to be work to prove this to more people.

To move away from the “dumb jock” stereotype, more research and articles need to be conducted. In order for this to happen, institutions need to step up and possibly conduct the research themselves. While some institutions, such as Johnson & Wales, tell the teams who have the highest GPA for each term and also the whole year, information like this should be publically disseminated throughout the school. While giving out the actual GPA is in violation of FERPA, institutions can at least name the team with the highest GPA. Also, as mentioned in Chapter 3, there are academic awards and ceremonies that student-athletes are recognized at, for example National Student-Athlete Day, and more people should know about these. If more people knew what these awards meant and how hard the student-athletes were working, the less likely they would believe the “dumb jock” stereotype. From there, further surveys can be created to determine the prevalence, and if the prevalence is decreasing over time by these simple changes. It is extremely important for student-athletes to know they are being recognized for their hard

work. With this type of recognition, I believe that more student-athletes would try harder to prove they are the best, and that their team has the highest GPA. Student-athletes are naturally powered by competition, and can translate their field and court mindset to the classroom.

There is a push, and almost a demand, for the “dumb jock” stereotype to be put to rest by student-athletes and athletic department faculty. The Associate Athletic Director for Student Services at Brown said that the student-athletes are just as academically successful as their peers, adding that their “athletes are valedictorians and have high test scores...” (McDonnell, Ashley). In an effort to prove the stereotype wrong, Michael Goldberger, Director of Athletics at Brown University, initiated “One For Me,” a program that “encourages” first-year student-athletes to take classes that none of their teammates have taken (McDonnell, Ashley). This program is one way for student-athletes to broaden their horizons, along with pushing the idea that athletes do not congregate together in academics to cheat and glide through their work.

As a student-athlete at Johnson & Wales University, I have found the “dumb jock” stereotype is offensive and untrue. I played tennis all through high school, have been on the Women’s Tennis Team at JWU for four years, and was captain my last two years. I have been on the Dean’s List since my freshman year, am on the GNAC All-Academic Team, a National Student-Athlete (2013-15), was a member of SAAC (Student Athletic Advisory Committee), a member of the Honors Program, and was one of the few students to write an Honors Thesis. I am a Culinary Nutrition Major, which requires the completion of more credits than most majors at JWU, and was able to finish my nutrition courses within one year, graduate early, and take extra classes to broaden my knowledge. Without tennis, I would never have succeeded as much as I have at Johnson & Wales, and would not have been able to graduate early. Just as the other student-athletes commented, playing a sport has helped with my time management and

organizational skills. I have learned about teamwork and have developed my leadership skills through my time as captain.

While I have never been a victim of the “dumb jock” stereotype, I do know other athlete’s at Johnson & Wales and other institutions that have been branded with this harsh label. People who put this label on student-athletes do not realize how incorrect it is and that its negativity can affect the student-athlete’s performance on and off the field, court, mat, etc. I have seen first-hand student-athletes struggle because of how non-student athletes treat them, and how hard it is from the student-athletes to bounce back from the stereotype. The more this stereotype is pushed, the more student-athletes struggle, and this becomes a negative cycle. Not every athlete is what the media portrays them as, or what some non-student athletes and professors claim, such as student-athletes “get easy breaks,” or a “test is so easy an athlete could pass it.” You cannot believe everything that is written applies to every person related to the group talked about.

With that said, I believe one of the contributing factors that helps student-athletes to move past this stereotype, is their teammates. Without teammates, it is very hard to focus on school. Athletes do group together (not always academically), and create a bond that is like none other. At Johnson & Wales, the athletics department relies heavily on this bond. The athletic department believes, and has seen, how much of a positive impact student-athletes have on other students at the school. We help to lead fundraisers, food drives, rallies, and more. Without the student-athletes at Johnson & Wales, canned food and coat drives would not be as successful. Student-athletes have a huge impact and persuasion on the student body, and do a lot more for their schools than people realize.

The results of the survey supported my theory that the “dumb jock” stereotype does not apply to all student-athletes. The results also suggest that the prevalence is not high at the DIII institution, and the non-student athletes recognize the student-athletes’ hard work and dedication to being both an athlete and a student. While I was unable to collect enough responses from a DI institution, part of my research was still able to help to prove this stereotype needs to disappear. With further research and analysis of surveys from more DIII and DI institutions, I believe the “dumb jock” could be further eliminated in more institutions.

Appendix A

DI-- Swimming & Diving:

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swimming

Q3: What year are you? What is your major?

Sophomore

Major Public Health

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes... annoyed it's unfair because some student athletes are brilliant

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes. No discrimination

Q10: How do you feel being an athlete impacts your performance as a student?

Makes me work harder and keeps me accountable

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: swimming

Q3: What year are you? What is your major?

Senior

Major Finance and Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

Less than 10 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

In some cases, yes but mainly for other sports. I personally am not offended.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, they know I am however many of my professors respect me more because I am a student athlete.

Q10: How do you feel being an athlete impacts your performance as a student?

I think it has had a positive performance and has taught me great skills in time management. I has also taught me dedication to my work.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swimming

Q3: What year are you? What is your major?

Sophomore

Major Public health and pre-med

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Not at all, yes there are some athletes that may not be very bright but on every team there are athletes that perform above and beyond in the classroom. Not to mention, some teams have mostly everybody with a gpa above a 3.0.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

My professors have to know I'm an athlete when I give them my excused absence slip. However, I have found that most do not remember this later on and thus no discrimination has occurred.

Q10: How do you feel being an athlete impacts your performance as a student?

It both helps and hinders it. It helps by giving me with the motivational skills, but it hinders with how little time I have to study compared to non-athletes. Not to mention the lack of sleep it contributes to.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Q3: What year are you? What is your major?

Senior

Major Neuroscience

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, it is frustrating that people assume being athletic makes you dumb

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes and yes

Q10: How do you feel being an athlete impacts your performance as a student?

It has made me a better student because it requires time management

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Q3: What year are you? What is your major?

Junior

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

The stereotype is prevalent at my school, but it does not really impact me. Most people think that because I am a swimmer I am intelligent and make me do all the work.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

My professors know I am a student athlete and I think most of the time it works in my advantage.

Q10: How do you feel being an athlete impacts your performance as a student?

Athletics does not impact my performance as a student because it helps me with time management.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: swimming

Q3: What year are you? What is your major?

Freshman

Major business undeclared

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Other (please specify) extrinsic because I have to complete it to keep my grades up

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, but mostly for highly funded sports such as football. Other sports get no recognition for all their hard work which is extremely frustrating.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes they know. Sometimes I feel discriminated against because I am forced to miss class in order to compete but they do not understand that. Some other athletes have already set the "slacking" stereotype so they assume I'm the same.

Q10: How do you feel being an athlete impacts your performance as a student?

I'm extremely tired in class and it's hard to focus and keep up on the workload.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swim

Q3: What year are you? What is your major?

Junior

Major Finance with a minor in marketing

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) A bit of both

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I feel it applies to mostly football here. It annoys me. It legitimizes bad grades for athletes and at the same time makes non-athletes feel superior to us in the classroom

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, we have to get letters signed of our travel dates for meets. Not always, but in some classes yes.

Q10: How do you feel being an athlete impacts your performance as a student?

It makes me try harder because we are in a spotlight.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Diving

Q3: What year are you? What is your major?

Junior

Major Health and Wellness

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) wanting to be able to succeed after sports is over

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes but it is mainly applied to the football players.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Not all of them. If I don't have to miss the class I won't tell them. Some teachers refuse to allow make up sessions for student athletes because then they would have to do it for all students. But I have only had two teachers like that.

Q10: How do you feel being an athlete impacts your performance as a student?

It makes everything more difficult. I get frustrated because I don't get straight A's anymore and then I feel like I look stupid compared to my friends who aren't athletes.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swimming

Q3: What year are you? What is your major?

Junior

Major Psychology and Communications

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

It seems a little prevalent in my school but, in my experience, more with males than females. Whether this is because females may be seen as smarter or because they are seen as less athletic (less jock than dumb in the dumb jock stereotype) is unclear. It is disappointing when I see other student athletes dealing with it

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, and I do not. Most of my professors seem either indifferent or impressed at how we manage our workload.

Q10: How do you feel being an athlete impacts your performance as a student?

The amount of time athletics takes leaves little for staying, and the little time there is for studying is not very productive because I'm so tired from early practices and intense workouts. I think being an athlete negatively impacts it in that regard but positively impacts it because of the time management skills I've acquired.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swimming

Q3: What year are you? What is your major?

Senior

Major Public Health

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Unfortunately here this is that stereotype: and it is not always true. I feel males suffer the stereotype more then females.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes: it is hard to hide the fact you are a student athlete because often you look different from the rest of the student body. I have felt like I've had group members be surprised at my academic ability.

Q10: How do you feel being an athlete impacts your performance as a student?

It is difficult to stay awake in class, being exhausted from early morning practice. Catching up from missed work is challenging. For the past 4 years my GPA is always higher in off-season.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: Swimming

Q3: What year are you? What is your major?

Junior

Major Finance and Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes. I am offended that people assume I only got into my school based on athletics when in reality I am just as smart and academically motivated as the rest of my peers.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I feel that at the beginning of the semester, professors are weary of student athletes and assume they will miss class and get behind on work. Once professors get to know me, they realize that I have better time management skills and commitment than most of their students.

Q10: How do you feel being an athlete impacts your performance as a student?

Being an athlete motivates me to perform better in the classroom because I am competitive and I don't want to do any less than the best I can possibly do. All of my time is so valuable that the time I spend working on academics is very efficient.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DI

Sport: swimming

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

a little bit. it doesnt really bother me

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

some do some don't. some teachers don't me make up missed tests etc if I am away for sport and that can be frusterating

Q10: How do you feel being an athlete impacts your performance as a student?

it helps me be disciplined.

DIII

Men's Tennis

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Tennis

Q3: What year are you? What is your major?

Freshman

Major Culinary Arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, the average GPA of athletes is ridiculously low. It doesn't affect me much because I let my intellect shine past the stereotype.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

They do not know that I am an athlete. I feel that if they did know I was an athlete that I would not be discriminated against.

Q10: How do you feel being an athlete impacts your performance as a student?

I want to make my coach proud by showing I can perform at a high level on and off the court.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Senior

Major Grad School: MBA

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes. I find this stereotype extremely prevalent at our institution. I've heard these jokes primarily referring to contact sports with higher risks of concussions such as wrestling & hockey. We also tend to take division 3 athletics way too seriously. In reality we play a game we enjoy & generally will not make a career out of it. However, many athletes take an athlete-student approach rather than the other way around.

Q9: Do your professors know you are a student -athlete? If so, do you feel you have been discriminated against for being a student-athlete?

One of them plays tennis so he favors me but in grad school they are generally understanding.

Q10: How do you feel being an athlete impacts your performance as a student?

Positively since you have to balance your time more appropriately. Being part of something larger than yourself can be an amazing experience.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Junior

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

Less than 10 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No, I believe that stereotype has been proven wrong on a plethora of levels

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, most of them do and no I do not think so.

Q10: How do you feel being an athlete impacts your performance as a student?

It does make things a little harder but as an athlete I believe that it's just an ibstacle that we have to overcome.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Senior

Major International Business

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes. I makes me feel good because I enjoy proving people wrong.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discrimated against for being a student-athlete?

Yes they do know. Absolutely not

Q10: How do you feel being an athlete impacts your performance as a student?

It's great because it keeps me active and keeps my head away from the books every once in a while.

Men's Ice Hockey

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Ice Hockey

Q3: What year are you? What is your major?

Senior

Major Criminal Justice

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) Both Intrinsic and Extrinsic, I pride myself on always being prepared and doing well academically to stay eligible but also to get a high GPA.

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, to a degree. I can only focus on how people look at me. I am not a dumb jock nor do I come off that way to others. In some ways it helps having the dumb jock stereotype because it can turn heads on how well you are actually doing hopefully that changes the perception around athletes in college.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, I inform all of my professors about my athletic involvement. This way I can establish a relationship with them off the bat to get better time management and knowledge on when my assignments are due so I can get them done ahead of time rather than trying to make up work. As for discrimination against I do not find that to be the case. I can only speak for myself but I have

never ran into a problem especially when I make it clear that I want to complete the assignments or take exams before they are scheduled. Professors admire that accountability.

Q10: How do you feel being an athlete impacts your performance as a student?

The impact is based on what you let it be. If you separate the two fields and divide your attention to each part equally then you will be fine. I am a member of the 4+1 program for Criminal Justice and I have a large amount of schoolwork per week to get done. It all comes down to time management. Sacrificing television time for studies or getting a head start on the paper due next week are vital to having success in your studies but also not stressing about all the school work when games and travel schedules conflict.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Men's Ice Hockey

Q3: What year are you? What is your major?

Junior

Major Finance

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No not at all. I feel like the athletes are more driven to succeed because they want to be able to compete. Also, for our school at least, most kids are more considered with attaining career goals instead of focusing on playing their sport professionally.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes most of my professors know I am a student athlete. I feel that it helps establish a bond between student and professor. Most professors are excited to hear that their students are involved in outside activities, especially those that support the school.

Q10: How do you feel being an athlete impacts your performance as a student?

I feel like it helps and hurts. It helps because it keeps me motivated to do well. But then there are times when it seems like there are not enough hours in the day. Between practice, games, the gym, meetings, travel to and from practice, a lot of time is consumed participating in athletics.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Ice Hockey

Q3: What year are you? What is your major?

Junior

Major Business Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, many people consider hockey players as guys who go to school just to play hockey and people who do what we have to do to get by. This is very false, in fact our Mens Ice Hockey team had the highest team GPA for mens sports in 2 out of 3 terms last year.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes my professors know I am a student athlete. No I don't think they discriminate against me, if anything I think they enjoy having student-athletes in class because they know we are dedicated people who have to have good time management skills.

Q10: How do you feel being an athlete impacts your performance as a student?

I think it helps me as a student. The obvious reason is that we have to stay eligible to play, but it also helps us keep from using our free time in unproductive ways, because between managing athletic and academic commitments we don't have much time to get into trouble with our free time.

Men's Wrestling

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Junior

Major Criminal Justice

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No, I do not find that stereotype to be prevalent at my institution but it makes me feel uneasy how some people will judge and assume you lack knowledge and give you the title "dumb jock".

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, my professors do know I'm a student athlete but do not show any discrimination towards me for it.

Q10: How do you feel being an athlete impacts your performance as a student?

It affects my performance as a student because wrestling gives me the mindset of doing the best at whatever I do and it carries over into the classroom allowing me to give it a 110%!

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Senior

Major Business Mgmt

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't find that this stereotype to be present at JWU.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I feel that I have not been discriminated for being a student-athlete.

Q10: How do you feel being an athlete impacts your performance as a student?

I feel it pushes me to be better in the classroom.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Senior

Major Accounting

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

All of my professors know I am an athlete. Many have nothing but positive things to say about athletes.

Q10: How do you feel being an athlete impacts your performance as a student?

As my team's motto goes "Win at everything".

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Senior

Major Culinary Arts/FSM

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) to learn.

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, but it can be seen to be relevant especially at the Division III level where no scholarships are awarded.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes and they seem to be more willing to help with school work.

Q10: How do you feel being an athlete impacts your performance as a student?

Being a student-athlete teaches time management in a way that nothing else can.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Sophomore

Major Business

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes they do and no

Q10: How do you feel being an athlete impacts your performance as a student?

I feel as an athlete it helps me with my school work as motivation to be able to compete.

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Senior

Marimba, Graduated early with my Management Degree

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes it is prevalent. I find it insulting to those who put in the hard work both athletically and academically. The stereotype is horrible and far from the norm

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Many of my professors know I am an athlete and while I haven't experienced discrimination from professors, I know students who have.

Q10: How do you feel being an athlete impacts your performance as a student?

I think it improves my performance on the academic side. The hard work and dedication I have learned from my sport has transitioned into my entire life, and without being a student athlete, I do not feel like I would have been as successful as I have been

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: wrestling

Q3: What year are you? What is your major?

Freshman

Major Entrepreneurship

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't believe so because our team GPA average is 3.5

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

No, I get treated the same as an ordinary student

Q10: How do you feel being an athlete impacts your performance as a student?

I don't believe so if anything its more of a motivation to do well in school

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Sophomore

Major Criminal justice

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't find it prevalent. I could care less. I just want to do my work and play more sport

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I'm not sure if all my professors know I'm a student athlete. If they do, I haven't been discriminated for it

Q10: How do you feel being an athlete impacts your performance as a student?

It impacts my performance as a student because it's hard to balance the athlete time with the student time

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Freshman

Major Entrepreneurship

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Other (please specify) it feels good to get it done too

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, and no

Q10: How do you feel being an athlete impacts your performance as a student?

It makes it harder to get stuff done. Like instead of having time to put in extra work for school (see teachers, go to tutors) i'm more focused on my sport and spending my time benefiting my wrestling

Q1: What is your gender?

Male

Q2: What Division is your school? What sport do you play?

DIII

Sport: Wrestling

Q3: What year are you? What is your major?

Junior

Major Liberal Arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Everyone has their opinions.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I usually don't tell them unless I need too.

Q10: How do you feel being an athlete impacts your performance as a student?

It definitely improves my performance.

Women's Lacrosse

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Lacrosse

Q3: What year are you? What is your major?

Freshman

Major Fashion Merchandising

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No, however I take offence to the statement.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

All of my professors know I am an athlete and I have never felt discriminated by them.

Q10: How do you feel being an athlete impacts your performance as a student?

Being an athlete forces me to have a set routine and be organized so that I am able to get all of my work done on top of practices and games as well as having a social life outside of classes and sports.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Lacrosse

Q3: What year are you? What is your major?

Junior

Major PA/FSM

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Not really

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, only sometimes, they do not like to give extra help

Q10: How do you feel being an athlete impacts your performance as a student?

Have this time to study/do homework

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Lacrosse

Q3: What year are you? What is your major?

Junior

Major Sports/Entertainment/Event Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No I do not find the "dumb jock" to be stereotypical here at JWU. I feel as though the people who come to this university are very driven and have a good idea of what they are doing and what they want out of the school. Therefore they come ready and prepared to get their work done and use sports as a leisure and recreational activity.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Most of my professors end up finding out that I am an athlete and have been pretty fair towards me.

Q10: How do you feel being an athlete impacts your performance as a student?

This is my first year here so I have not been subjected to the season yet, but I feel as though it may hinder my ability to perform well in the classroom but I am ready to try it out.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Freshman

Major Fashion Merchandising

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, no jock should be considered "dumb." All athletes have a strict schedule, just because they may not succeed as well as students with more time, does not consider the athletes dumb.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, and no. My teachers have never been biased because I am an athlete

Q10: How do you feel being an athlete impacts your performance as a student?

It helps my performance. It helps me busy with a tight schedule, keeps me in shape, and helps me focus and get motivation to succeed

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Lacrosse

Q3: What year are you? What is your major?

Senior

Major Sports Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I think Division 3 student athletes truly embody being full time students and full time athletes, which eliminates the "dumb jock" stereotype

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, I believe a lot of the teachers do not care that we are athletes and are very tough on us if we need to miss class for a game, even though we are not asking to miss the work simply just to make it up.

Q10: How do you feel being an athlete impacts your performance as a student?

During season it is definitely harder to keep up with academics since we are on the road so often, but I have to find a way to keep the grades up... Being a student athlete impacts my sleep more than my grades.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I do not feel like this is a stereotype for me here at college.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I have been on the off season right now, but most of my chefs ask if I play a sport and are happy to hear me say yes. They think that being active is a positive thing.

Q10: How do you feel being an athlete impacts your performance as a student?

I think that being an athlete is extra stress, but if you learn to manage your time well enough then sports do not effect your performance as a student in any way.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Women's Lacrosse

Q3: What year are you? What is your major?

Freshman

Major Fashion Merchandising and Retail Marketing

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) to further my career

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I personally have not experienced it directly, however I do get the general "vibe" that non-athletes feel this way toward us.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I don't think they are aware, and if they were I doubt it would be an issue.

Q10: How do you feel being an athlete impacts your performance as a student?

It definitely causes more stress but it has taught me time management which is imperative for my future.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Women's Lacrosse

Q3: What year are you? What is your major?

Junior

Major Business Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Here at Johnson & Wales University I do not find the stereotype prevalent. However, if it was I would be offended because I put a lot of effort into my studies and I know a lot of other athletes who do the same.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Not all my professors know that I am a student-athlete. It is only brought up by related conversation or by being in season and having schedule conflicts. I have not felt discriminated because of it, but it does bother me when they don't make exceptions for having to miss class due to games.

Q10: How do you feel being an athlete impacts your performance as a student?

It makes me feel well-rounded and I have developed excellent time management skills because of it. It does make me tired and not as engaged in school but I still put my best effort into the class room as I do on the field.

Women's Tennis

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Tennis

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for your classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't find the "dumb jock" stereotype to be prevalent. Not doing well in school is hard when you have a fantastic group of individuals cheering you on and helping you out.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

My professors do know that I am a student athlete and they respect me for it but do not discriminate

Q10: How do you feel being an athlete impacts your performance as a student?

I feel it helps me be more active, healthier and able to make new friends

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DII

Sport: Tennis

Q3: What year are you? What is your major?

Senior

Major Business

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Not at all! I feel that athletes are embraced and encouraged.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, but I have never been discriminated against because of it.

Q10: How do you feel being an athlete impacts your performance as a student?

It has definitely helped keep me structured and focused. Without being an athlete in college I wouldn't have any time management skills or the ability to prioritize.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Tennis

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Somewhat in the male sports.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

yes they know and no I'm not discriminated.

Q10: How do you feel being an athlete impacts your performance as a student?

I feel my performance is very good.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Tennis

Q3: What year are you? What is your major?

Senior

Major Hospitality

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work to be eligible to play)

Other (please specify) Just getting by to pass

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

no I don't think so. That's more of a d1 football stereotype I feel like. Since d1 football players can basically get away with rape/murder now a days.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

no they like athletes

Q10: How do you feel being an athlete impacts your performance as a student?

Got to travel and meet new people. Glad I played

Women's Volleyball

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: volleyball

Q3: What year are you? What is your major?

Senior

Major Culinary Nutrition

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) both of these apply

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

yes sometimes, but as for the womens volleyball team that does not really apply. So it does not really bother me.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes, I think it shows how time management plays a large role into our schedules. I do not feel I have been discriminated for being a student-athlete.

Q10: How do you feel being an athlete impacts your performance as a student?

I think I makes me manage all my homework and work better.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sportswomen's Volleyball

Q3: What year are you? What is your major?

Sophomore

Major Baking & Pastry Arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I do not hear "dumb jock" stereotype used. A lot of the people on campus actually look up to the student athletes.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

yes my professors know that I am an athlete and I do not feel I have been discriminated. They actually come to support our games sometimes

Q10: How do you feel being an athlete impacts your performance as a student?

I feel as it helps me be more organized and have good time management to get homework or studying done.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Junior

Major Sports, entertainment, event mgmt.

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I haven't found it very prevalent amount athletes, but I am not sure how non athletes view us

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discrimated against for being a student-athlete?

My professors know I am a student athlete but I do not feel discriminated against

Q10: How do you feel being an athlete impacts your performance as a student?

I feel I have less time to put into academics. I get my work done but it isn't always to the best of my ability.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: volleyball

Q3: What year are you? What is your major?

Senior

Major culinary nutrition

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

no, I think that our athletes at JWU are intelligent

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

yes they know but I do not feel like I am treated differently

Q10: How do you feel being an athlete impacts your performance as a student?

I feel like it gives me more organizational skills and helps me stay focused even though I am constantly busy

Women's Sailing

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: sailing

Q3: What year are you? What is your major?

Freshman

Major undeclared

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

No

Q10: How do you feel being an athlete impacts your performance as a student?

Its makes getting work done harder

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Sailing

Q3: What year are you? What is your major?

Sophomore

Major Baking and Pastry, Food Service Entrepreneurship

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

Less than 10 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

no, many of the people who play sports at JWU are great students too! The term dumb jock needs to go because in today's world it is no longer true.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I think they know I am a student athlete, I have never been discriminated against for being a student athlete.

Q10: How do you feel being an athlete impacts your performance as a student?

Being on a sports team helps me to make sure I am managing my time well!

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Sailing

Q3: What year are you? What is your major?

Sophomore

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't feel that the stereotype is very prevalent at my school because of the academic nature on my campus.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Not all of my professors know, but I don't believe I have ever been discriminated against because of it. I have always scheduled my classes to be able to do both, so I have never had to miss a class because of sailing.

Q10: How do you feel being an athlete impacts your performance as a student?

I think it drives me to do more and be more.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Sailing

Q3: What year are you? What is your major?

Freshman

Major Baking and Pastry

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Yes, because a student has to keep a certain grade point average to stay on a team.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

No they do not know

Q10: How do you feel being an athlete impacts your performance as a student?

it keeps me motivated and I have that competitive side to my school work like I have for my sport.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I find that a lot of the athletes here at Johnson and Wales actually keep a very high standard for themselves and are very intelligent.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes my professors know I am an athlete. But I have not been discriminated against.

Q10: How do you feel being an athlete impacts your performance as a student?

I find that at times I am a little more tired when I have a game the night before a class but I still perform well and give my best at my classes

Women's Soccer

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: soccer

Q3: What year are you? What is your major?

Junior

Major Food Service Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

4-6 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Sometimes I feel is it at our school but most of the time I do not find it

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes we have to tell our teachers that we are athletes. Its rare but I had a teacher who did discriminate but most of my teachers are very understanding and support me

Q10: How do you feel being an athlete impacts your performance as a student?

Being a student-athlete it makes me work harder and more focused because I have to have such a detailed schedule during the season and when im out of season.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: women's soccer

Q3: What year are you? What is your major?

Freshman

Major Baking and pastry arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

It makes me mad and a little frustrated because in most cases it's not true. You meet really smart people on sports teams.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I believe that only one professor knows and I don't feel like I have been discriminated against.

Q10: How do you feel being an athlete impacts your performance as a student?

If anything I think that it makes me a better student. The team does a lot of study hours throughout the week, so I feel like I am actually doing better as a student.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sportswomen's Soccer

Q3: What year are you? What is your major?

Senior

Major Counseling Psychology

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No I do not find that prevalent

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes my professors know, but I do not feel discriminated

Q10: How do you feel being an athlete impacts your performance as a student?

I feel like it makes me work harder to be more organized and proactive when it comes to school work

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Sophomore

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I don't find it prevalent. I have had professors tell me their athlete students are some of the best, hardworking, and smart students.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I have never had a problem with being a student-athlete-until this year. We had to give our professors a letter from the dean of athletics that simply stated they can't hold missing a test/quiz against us because we had to leave for a game. He didn't accept the paper and said you are no different from my other students.

Q10: How do you feel being an athlete impacts your performance as a student?

Being a student-athlete impacts my performance as a student because it makes me work harder in the classroom.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Soccer

Q3: What year are you? What is your major?

Junior

Major Culinary Nutrition

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

On average, athletes at JWU have a higher GPA than the mean of non-athletes. I am frustrated by the "dumb jock" stereotype because it's simply not accurate.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes. I think for the most part they have been very helpful in making sure that I get any materials I miss because of my commitment to athletics.

Q10: How do you feel being an athlete impacts your performance as a student?

I think sometimes our peers feel that we're lazy and don't put enough time into our schoolwork, but what they don't know is how hard it is to teach material to ourselves because we miss the class lectures about the material. We usually have to study in a loud training room or on coach busses without internet, and then get home at 1 am to try and print/finish homework while trying to get a few hours of sleep. I don't think people realize the sheer number of hours per day we spend with our teams and that it is a full time job.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Women's soccer

Q3: What year are you? What is your major?

Junior

Major Hospitality management and travel tourism

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for your classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

No- perhaps because I'm a female athlete? Maybe men athletes are treated differently because they are mainly considered as "stereotypical jocks"

Q10: How do you feel being an athlete impacts your performance as a student?

It helps me manage my time better, focus on certain tasks over others, helps me understand my limits, let's me force myself to complete deadlines. Tasks, etc.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Soccer

Q3: What year are you? What is your major?

Freshman

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No I dont think it applies to this school

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes they know and no they are very happy when I tell them I am a student-athlete

Q10: How do you feel being an athlete impacts your performance as a student?

Sometimes laziness can come into play with school work but as long you use your time wisely its not that hard to be a student-athlete

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Soccer

Q3: What year are you? What is your major?

Senior

Major Sports, Entertainment, and Event Management

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

Not very much so

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

My teachers do know I am a student-athlete but I do not feel like I have been discriminated against because of it. If anything I feel like my teachers respect that I am a student-athlete.

Q10: How do you feel being an athlete impacts your performance as a student?

I feel like I can do a good job balancing both my sport and my school work during our season for the most part. It can be a challenge at times but once you get into the rhythm of things it gets much easier

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: soccer

Q3: What year are you? What is your major?

Senior

Major PA/FSM

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

More than 20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

no but I do feel that the teachers and the student body think that we believe we are more important and deserve special treatment

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

yes sometimes but not often

Q10: How do you feel being an athlete impacts your performance as a student?

it helps me manage my time better

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Soccer

Q3: What year are you? What is your major?

Freshman

Major Culinary arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

More than 25 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No, I have to work just as hard or harder to keep up

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

I feel like they don't understand time commitments I have

Q10: How do you feel being an athlete impacts your performance as a student?

Keeps me focused

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Senior

Major Fsm

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

20-24 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No. I believe that our school recognizes that student-athletes are very intelligent and have pretty high gpas. I think it's due to our attitude and the work ethic we have.

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes they do. They love it though and are always anxious to hear about games!

Q10: How do you feel being an athlete impacts your performance as a student?

I feel it does hinder it. I can't imagine how a normal student doesn't do well in class. If we can take on this extra commitment and still succeed in class, they should easily be able to.

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Q3: What year are you? What is your major?

Freshman

Major baking and pastry arts

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

15-20 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

15-19 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

I think it's rude

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

yes because I lose points for leaving class early

Q10: How do you feel being an athlete impacts your performance as a student?

it makes it harder for me to study

Q1: What is your gender?

Female

Q2: What Division is your school? What sport do you play?

DIII

Sport: Soccer

Q3: What year are you? What is your major?

Freshman

Major Hospitality

Q4: What is the average number of hours you spend practicing, playing and traveling to games per one week?

10-15 hours

Q5: What is the average amount of time you spend studying for you classes (including time in the classroom)?

Less than 15 hours

Q6: On average, how many class hours do you miss because of your sport in one week?

Less than 4 hours

Q7: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q8: Do you find the "dumb jock" stereotype to be prevalent at your institution? How does this make you feel?

No

Q9: Do your professors know you are a student-athlete? If so, do you feel you have been discriminated against for being a student-athlete?

Yes they know and no

Q10: How do you feel being an athlete impacts your performance as a student?

I don't have as much time to get work done and I'm more tired

Appendix B

Non-Student-athlete Surveys

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major BPA/FSM

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

Less than 7 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

Aside from the tennis team, I feel that the majority of athletes at my school are part of the "dumb jock" stereotype.

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

Yes

Q9: In your opinion, do you feel participation in sports hinders academic performance?

no

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major NUTRITION

Q4: What is the average amount of time you spend in the classroom in one week?

More than 21 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

10-12 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Other (please specify) good grades

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

couldn't really care less... I don't think it's true.

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

Yes

Q9: In your opinion, do you feel participation in sports hinders academic performance?

sometimes, if a person isn't motivated, but not all of the time.

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major Culinary nutrition

Q4: What is the average amount of time you spend in the classroom in one week?

More than 21 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

7-9 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

Not really

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

No

Q9: In your opinion, do you feel participation in sports hinders academic performance?

Maybe

Q1: What is your gender?

Female

Q2: What Division is your school?

DI

Q3: What year are you? What is your major?

Senior

Major Clinical Nutrition

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

7-9 hours

Q6: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Other (please specify) Graduation

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

Absolutely not, lots of very smart honors students on sports teams

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

No

Q9: In your opinion, do you feel participation in sports hinders academic performance?

Not at all

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major Culinary Nutrition

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

Less than 7 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

Many athletes are honor students and do many other extracurricular activities

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

No

Q9: In your opinion, do you feel participation in sports hinders academic performance?

Sometimes

Q1: What is your gender?

Male

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major food service management

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

Less than 7 hours

Q6: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

No

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

Yes

Q9: In your opinion, do you feel participation in sports hinders academic performance?

no I feel it helps balance your school work and get your mind of school.

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Senior

Major Teaching

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classroom studying per week?

Less than 7 hours

Q6: Which of these do you consider motivation for doing school work?

Intrinsic (doing the work for the satisfaction of completing it)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

You can't stereotype the whole group of athletes from just a few people. There will be a few "Dumb Jocks", but a majority of athletes are smart. Athletics actually help an athlete in situations that happen in school and in the workplace.

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

No, there are usually some consequences that happens to the athlete on the athletics end. If a athlete get in trouble with the law the athlete will probably get in trouble with the athletic department. It might be different for D1 schools/ big 10 schools.

Q9: In your opinion, do you feel participation in sports hinders academic performance?

No, if anything it helps the student-athlete become organize and helps them become better multitaskers. I feel like it gives them a leg up in interviews for jobs because employers like seeing well rounded employees and will be able to work in stressful situations.

Q1: What is your gender?

Female

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Sophomore

Major Baking and pastry arts

Q4: What is the average amount of time you spend in the classroom in one week?

More than 21 hours

Q5: What is the average amount of time you spend outside the classroom studying per week?

Less than 7 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

The dumb jock stereotype isn't prevalent in this school.

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

Absolutely not.

Q9: In your opinion, do you feel participation in sports hinders academic performance?

I think that participation in sports actually benefits academic performance, because time management is such a big factor and so you get all the work done efficiently and well.

Q1: What is your gender?

Male

Q2: What Division is your school?

DIII

Q3: What year are you? What is your major?

Junior

Major Finance

Q4: What is the average amount of time you spend in the classroom in one week?

12-16 hours

Q5: What is the average amount of time you spend outside the classromm studying per week?

More than 13 hours

Q6: Which of these do you consider motivation for doing school work?

Extrinsic (doing the work because of an outside reason)

Q7: What is your take on the athletes in your school? Do you find the "dumb jock" stereotype to be prevalent and true?

Not in all cases.

Q8: Do you find athletes get away with more because they are held to a different of standard than non-athletes?

Yes.

Q9: In your opinion, do you feel participation in sports hinders academic performance?

Yes.

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